



# WE SHALL REMAIN

## TEACHER'S GUIDE

### Introduction

This Teacher's Guide offers resources for social studies educators to integrate Native American history into school curricula. It contains:

- a curriculum standards review
- five sections corresponding with the five *We Shall Remain* films:

“After the Mayflower”

“Tecumseh’s Vision”

“Trail of Tears”

“Geronimo”

“Wounded Knee”

The five film-specific sections offer post-viewing questions for analysis and comprehension, a set of discussion questions, plus activities designed to foster student understanding of the important themes and issues that make Native history an essential part of American history.

Teachers will find the following textbook helpful in teaching this material:

R. David Edmunds, Frederick E. Hoxie, and Neal Salisbury

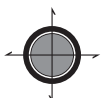
*The People: A History of Native America.*

Boston: Houghton Mifflin Co., 2007.

### NOTE

In the ReelNative section of the *We Shall Remain* website, two of the short films, “Metropolitan Rezervation” by Randy Kemp and “Bad Indians” by Thomas Ryan Red Corn, contain explicit language. This Teacher's Guide does not make reference to those particular films, though it does incorporate other ReelNative pieces. Teachers are advised to preview all materials before using them in the classroom.

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FUNDING FOR WE SHALL REMAIN PROVIDED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES, THE FORD FOUNDATION, THE ARTHUR VINING DAVIS FOUNDATIONS, AND KALLIOPEIA FOUNDATION.



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## Curriculum Standards

The five part PBS series *We Shall Remain* and these support materials for teachers address themes developed by the National Council for the Social Studies Curriculum Standards as well as themes commonly addressed in state social studies content standards.

### Relevant themes

- 1 Federalism and the relationship between various branches and types of government, as well as its impact on the rights of groups and individuals.
- 2 The role of the Supreme Court and the principle of judicial review.
- 3 The impact on Native Americans of the arrival and then westward migration of European settlers.
- 4 The relationship between Indian nations and the U.S. government.
- 5 U.S. policies of assimilation, removal, and extermination, as well as Native response and resistance to them.
- 6 The connection of people to place and the impact of geography on events and relationships.
- 7 A critique of the idea of historical inevitability.
- 8 Use of the media and other means of influencing public opinion.
- 9 The idea of citizenship and various ways of petitioning/attempting to influence government, including the role of civil disobedience.
- 10 The demand for resources and the impact of their scarcity.
- 11 The contribution of Native Americans to U.S. history and culture (including military service).
- 12 The civil rights struggle of the last half of the 20th century and the role of Native Americans (including the American Indian Movement).
- 13 The role of religion in American history.
- 14 Differing Native/European concepts of land use and ownership.
- 15 Cultural history (including art, song, and story).
- 16 The role of noteworthy individuals in U.S. history and the relationships between them.
- 17 The tension between America's foundational ideals and the realities of American life.



# WE SHALL REMAIN

## EPISODE 1: AFTER THE MAYFLOWER

Use this portion of the *We Shall Remain* Teacher's Guide with Episode 1, *After the Mayflower*. Subject matter content: American History, World History, Social Studies



### Post-Viewing Questions

#### Analysis Questions

These analysis questions challenge the student's careful viewing of "After the Mayflower." They can be used as a handout for students to fill out as each answer is revealed in the film.

##### CHAPTER 1

#### First Thanksgiving

*The first "thanks-giving" and its unique moment in history*

- 1 Why were the Wampanoag and the Pilgrims interested in forming an alliance in 1621?

##### CHAPTER 2

#### The People of the First Light

*Native peoples prior to 1620; consequences of European contact*

- 2 What does the word Wampanoag mean?
- 3 Who were the Algonquian people and where were they located?
- 4 What was the significance of the Green Corn Festival?
- 5 What was the relationship of the Wampanoag with the nearby Narragansett tribe?
- 6 What contact did the Wampanoag have with Europeans prior to 1617?
- 7 What is a "virgin soil" epidemic? How did they impact European-Native American relations? What would have happened throughout North America if Native Americans had not been so vulnerable to these diseases? (Students might want to consider British colonial regions in which there was no comparable loss of life from these epidemics, for example, India, South Africa.)



## EPISODE 1: AFTER THE MAYFLOWER

### CHAPTER 3

#### The Pilgrims

*The Mayflower lands and Massasoit's leadership is tested*

- 8 What did the Pilgrims find in the Wampanoag village of Patuxet in December 1620? How did they interpret this?
- 9 Why didn't Massasoit and his people attack the Pilgrims?
- 10 Describe Massasoit and his leadership style.

### CHAPTER 4

#### An Alliance

*Massasoit forms an alliance with the Pilgrims*

- 11 What happened at the first treaty encounter?
- 12 How did Tisquantum help the two parties talk to each other and form an alliance?
- 13 What were some of the terms of the agreement?
- 14 How did Winslow treat Massasoit to win his respect?

### CHAPTER 5

#### Living Together

*Alliance leads to reciprocal trade*

- 15 Why did the developing relationship between the Wampanoag and Pilgrims make some Pilgrims uneasy?
- 16 What was the effect of the preemptive raid led by Miles Standish on the Massachusetts tribe in 1623?
- 17 What trade products did the English want from the Wampanoag? What did the Wampanoag have that the English needed to survive?
- 18 What trade items did Native peoples want from the English?
- 19 What is wampum?

### CHAPTER 6

#### The Great Migration

*English colonies grow at a rapid rate, depleting resources and amassing power*

- 20 How did the increase in European population and unsustainable trading practices, including the collapse of the beaver trade, lead to the Indians selling land?
- 21 How was the Connecticut River used for trade by both Native peoples and white settlers?
- 22 What was the outcome of the Pequot War? How did this affect the actions of Massasoit and other Indian groups in the area?



## EPISODE 1: AFTER THE MAYFLOW







## CHAPTER 7

### Dispossession

*King Philip's youth and Massasoit's death*

- 23 Why did the new generation of Plymouth leaders treat Massasoit's son differently than their fathers had treated Massasoit? How did this treatment differ?
- 24 What did Massasoit do to protect the culture of the Wampanoag people?
- 25 What were the praying towns? Why did Massasoit and Philip mistrust the missionaries and their efforts?
- 26 Describe an underhanded way in which the English claimed possession of Native lands.

## CHAPTER 8

### King Philip's War

*The rise of a defiant Philip*

- 27 Why did the English authorities summon Philip to Taunton in 1671?
- 28 What were some of the causes of King Philip's War? How did the early victories of the Native peoples in this war affect the English colonists?
- 29 Why were Native Americans relatively successful in the initial months of the war?

## CHAPTER 9

### The War's End

*The destruction of King Philip's War*

- 30 What turned the tide in favor of the English during King Philip's War?
- 31 Philip's head was left on a pole at Plymouth for two decades. What did that symbolize to the English?

## Comprehension Questions

These comprehension questions challenge students to make connections and understand the effects of historical circumstances on this particular chapter of history, the cause and effect relationships between historical events and social movements, and the effects of implementation of U.S. policy.

- 1 What events in England caused the Puritans to embark on the largest single human migration of its kind in the 17th century?
- 2 How would you describe Native economies prior to European contact? Was the concept of wealth used in Native cultures?
- 3 How did sachems govern their people and how was this different from the structure of European government?
- 4 By 1662, there were twice as many colonists as Native peoples in New England. Puritans had little regard for the laws and customs of sovereign Indian tribes and began vigorously to impose their own. How did this effect the tribes?
- 5 Examine the relationship between Edward Winslow and Massasoit. How might this relationship have helped the survival of Plymouth Colony? (You may wish to review Chapter 4, An Alliance)
- 6 What trading arrangements existed among Native peoples and Europeans? Why was control of the Connecticut River trade so important? How did trade with the Dutch and English cause conflict among the local sachems?
- 7 What caused the Pequot War? Could it have been avoided? How did the outcome of events at Fort Mystic affect the Wampanoag relationship with the English settlers?
- 8 What effect did Christian missionaries have on Philip's decision to go to war against the Massachusetts colonists?
- 9 Three Wampanoag accused of killing Christian Indian John Sassaman were executed in Plymouth. Why did this force Philip's hand?
- 10 Why did Deputy Governor John Easton of Rhode Island try to warn Philip against war? What was the history of Native-European relations in the Rhode Island area?
- 11 Why might Philip have thought the English settlements would not band together against him? What issues united the different English settlements?
- 12 What was the lost opportunity of the first Thanksgiving?



## Discussion Questions

These discussion questions challenge students to talk aloud with other members of the class to broaden their ideas, challenge arguments, formulate positions on issues, hypothesize the influence of the past on current issues, and differentiate between fact and interpretation.

- 1 Why did Europeans come to the New World? Why did they feel that land was there for the taking? How did they justify their expansion?
- 2 How did generational differences between white settlers and Wampanoag affect the outcome of colonization? Examine the differences between Massasoit and his son, Philip, as well as Edward Winslow and his son, Josiah.
- 3 How did the combination of disease, environmental imbalance, and new trading opportunities change Native communities? How did they adapt to survive?
- 4 Why did Philip take a stand to fight a war even though he had been warned about its potential devastation? What caused such high casualties on both sides of King Philip's War?
- 5 Why do you think some Native people who converted to Christianity chose to fight with the English? Why didn't tribes join together in fighting the English?
- 6 Was conversion to Christianity the same thing among Native Americans as among Europeans? Were Native Americans converted in a European sense?
- 7 Do you think the concept of religious damnation was alien to Native peoples? How do we know what tribes of this era believed?





## Activities

These activities are designed to help students understand the assault on Native American land, culture, and sovereignty after the *Mayflower*.

### Native Americans Before European Arrival and Today

Students will use the internet to learn about the Native peoples that stretched across the North American continent in 1615, and learn about Native American populations today.

Divide students into two groups. One should research estimated population figures for Native Americans prior to white settlement. A second group should look up the 1900 and 2000 U.S. Census results online. Have the two groups present their results to the class and write the numbers on the board. As a class, compare total population figures for Native Americans in the United States in the 17th century, at the end of the 19th century, and in 2000. Discuss as a class: What has happened to Native populations over time?

You may also wish to have students, individually or in groups, use books or online sources to answer the following:

- 1 How many tribes are recognized by the federal government today?
- 2 Who were the original inhabitants of your state?
- 3 What federally recognized tribes, if any, exist in your state?
- 4 What other Indian tribes, bands, or communities exist in your state?

#### USEFUL WEBSITES

*U.S. Census Bureau Census 2000 Gateway*

<http://www.census.gov/main/www/cen2000.html>

*Native Languages of the Americas*

<http://www.native-languages.org/states.htm> (state by state listings of tribes)

*University of Texas-Austin Perr Castañeda Library Map Collection*

<http://www.lib.utexas.edu/maps/histus.html> (section titled "Early Inhabitants")

*Related video: ReelNative: Keely Curliss (Nipmuc), "Hope For Bigger Than 16 Seconds"*

[http://www.pbs.org/wgbh/amex/weshallremain/reel\\_native](http://www.pbs.org/wgbh/amex/weshallremain/reel_native)

## The Wampanoag and the Puritans

The class will use the first episode of *We Shall Remain* to learn about key differences between the Wampanoag and the Puritans, then extend the comparison to other indigenous cultures worldwide.

Divide the class into two groups. Group One will examine Wampanoag customs, laws, and their relationships to each other and to the land. Group Two will examine these topics in regard to the Puritans of Massachusetts Bay Colony. Each group should draft a list of main points. Come together as a class to compare and contrast the two groups' findings. Was there any overlap? Discuss as a class: How did Native peoples adjust to the migration of Europeans to their lands? Why did interdependence and economic ties between Native peoples and European settlers begin to deteriorate?

### VIDEO RESOURCES

*After the Mayflower chapter 6*

*The Great Migration*

What were the arguments or justifications used to take land from Native peoples? What did Governor Winthrop mean by "city upon a hill?" Former President Ronald Reagan's farewell address to the nation on January 11, 1989 included the phrase "city on a hill." As a class, discuss why you think Reagan used this phrase, and compare it to Winthrop's usage. How is religion used today in America as a political force?

*After the Mayflower chapter 7*

*Dispossession and NativeNow: "Why Save Native American Languages"*

Discuss as a class how Native peoples exhibited adaptation and flexibility to English culture. What was the effect on their culture as a result of their adaptation? Were the English equally flexible? Would a more flexible and accommodating spirit on the part of the colonists have averted King Philip's War?

As a class, research why the Puritans believed Native land was vacant and uncultivated. What religious and legal justifications did the English use to occupy these lands? Describe how Native people understood their relationship to the land. How did the Wampanoag language change to reflect changes in the tribe's connection to the land?